

Chicago Public Schools

Request for Proposals for New Schools



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2013 Chicago Public Schools Request for Proposals for New Schools

I. Opportunity for Every Student in Every Neighborhood

At Chicago Public Schools (CPS), our vision is that every student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career, and life. To achieve this ambitious goal, we have identified several key strategic initiatives. This Request for Proposals (“RFP”) to identify new high-quality school options represents one of these key initiatives. The District is seeking teachers, administrators, national education management organizations,¹ current school leadership teams, and non-profit institutions from Chicago and nationwide to respond to this RFP with proposals that demonstrate the capacity to run high-quality, new schools. New schools should embody the five pillars that CPS believes will help increase graduation rates, academic preparedness for college and career, entry into college, military, or employment, and persistence and success in college and employment: 1) High standards, rigorous curriculum, and powerful instruction, 2) Systems of support that meet student needs, 3) Engaged and empowered families and community, 4) Committed and effective teachers leaders, and staff, and 5) Sound fiscal, operational, and accountability systems.

II. Charter School Structure

The Illinois Charter School Law requires Chicago Public Schools to hold an annual process to accept and review proposals for new charter schools (105 ILCS 5/27A-8 (c)). While the District remains agnostic to school type in its search for new high quality school options, the District is currently exploring opportunities to expand high quality district schools options outside of this RFP. As such, the RFP is seeking proposals from operators who wish to open charter schools. Charter schools are independently operated schools that are authorized by CPS under Illinois Charter Schools Law. These schools are funded and monitored by the District, but can exercise autonomy over many student-related policies. Charter schools are governed by school-selected Boards of Directors and operate under contractual agreements with the District; typically these contracts are for five-year terms.

Table I: Charter School Structure

CHARTER	
Curriculum	Must meet District Standards as specified in Charter School Agreement; may have the option of participating in CPS initiatives
School Calendar and Schedule	Must meet applicable Illinois State minimums

¹ For the purposes of this RFP, an MO is any organization, regardless of for- or non-profit status, that will enter into a contract with the proposed school’s board to provide educational or school management services. The MO may be an Educational Management Organization (EMO) or Charter Management Organization (CMO).

School Funding	Student-Based Budgeting ²
Illinois Teacher Certification	50% of teachers must be certified; all special needs teachers must be certified ³
NCLB Compliance	If Title I funding will be used, teachers in Title I schools are required to meet NCLB standards
Principal Requirements	None
Special Education	Must follow IDEA, Illinois Special Education Regulations, and ISBE and CPS Special Education Policies and Procedures
Policies for Student Conduct	Policies must comply with Illinois Charter Schools Law and other applicable laws
Chicago Teachers Union	School is not subject to CTU collective bargaining agreement
Teacher Pension Fund	Certified teachers in pension fund; others covered by Social Security
Principals, Teachers and Staff Employed by:	Charter School Board or sub-contracted management organization
Employee Compensation	Determined by school operator
Governance	Governing Board
Incorporation	Incorporation as a nonprofit in Illinois required

III. Priority School Models

The RFP is intended to identify high quality schools that accelerate academic outcomes for the targeted student population. In addition to high quality traditional elementary and high school models, the 2013 RFP also seeks to open school models that meet identified programmatic needs for CPS students (see below). However, these models are not meant to exclude proposals that reflect other school models. The RFP is intended to give operators the opportunity to flexibly explore promising practices that may ultimately be shared with other schools.

The following priority models address programmatic needs identified throughout the District:

- **Next Generation School** models leverage technology in personalized, blended learning environments by combining the best aspects of place-based and online learning with more personalized, mastery-based approaches to improve outcomes for students. Next Generation

² Student Based Budgeting (SBB) is allocated to schools based on their number of general education students and funds core instruction for general education. Outside of the SBB formula, schools will have additional allocations made for SGSA, Title I, Special Education, District Priority Spending, and Non-Instructional Services.

³ Please note that in accordance with charter school law (105 ILCS 5/27A-10) at least 75% of the instructional staff at a charter school must be certified by the beginning of the fourth year of the school's operation.

Academic school models may incorporate the following design principles of personalized learning related to instruction:

- Student-centered: designed to meet the diverse learning needs of each student every day
- High expectations: committed to ensuring that every student will meet clearly defined, rigorous standards that will prepare them for success in college and career
- Blended instruction: optimizes teacher and technology-delivered instruction in group and individual work
- Student ownership: empowers students with skills, information, and tools they need to manage their own learning⁴

Note: For Next Generation School models, CPS recommends that at least 50% of each student’s instructional time be delivered in a brick-and-mortar setting. (For more information on Next Generation Learning Models, please see the following link: <http://nextgenlearning.org/breakthrough-grants>)

- **Arts-Integration** models infuse fine arts education into the curricula. The emphasis is on fostering creativity and critical thinking through visual and/ or performing arts. Implementation of this model goes beyond offering arts courses as electives or extracurricular courses. In an Arts-Integration model teachers incorporate arts into core subjects such as math, reading, and science. Often the classroom teachers will collaborate with arts specialists to implement this design in their classrooms.
- **Dual Language** models consistently and strategically use two languages (generally English and a partner language) for instruction, learning, and communication. The overarching goal of dual language education is for graduates to speak, read, and write well in two languages; perform academic course work in both languages; and develop positive understandings, behaviors, and attitudes about their own and other cultures. Dual Language education programs are unique in that they can serve both ELLs and native English speakers in the same program, and continue to serve ELLs even after they have demonstrated proficiency in English.
- **Humanities - Focused** models place special emphasis on humanities and social sciences as the cornerstone of the curricula.

IV. Priority Communities

Chicago Public Schools seeks to open new schools in communities that are experiencing overcrowding. Overcrowded communities across the city have wide-ranging educational needs, community assets, and student populations. When proposing a community in which to locate a new school, operators should provide detailed and thoughtful explanations of how their proposed school will meet the unique needs of that particular community and student body.

⁴ Design principles cited from the Next Generation Learning Challenge Wave IV Grant Announcement, found at the following link: <http://nextgenlearning.org/breakthrough-grants>

Table 2: Priority Communities 2014-2015 and 2015-2016

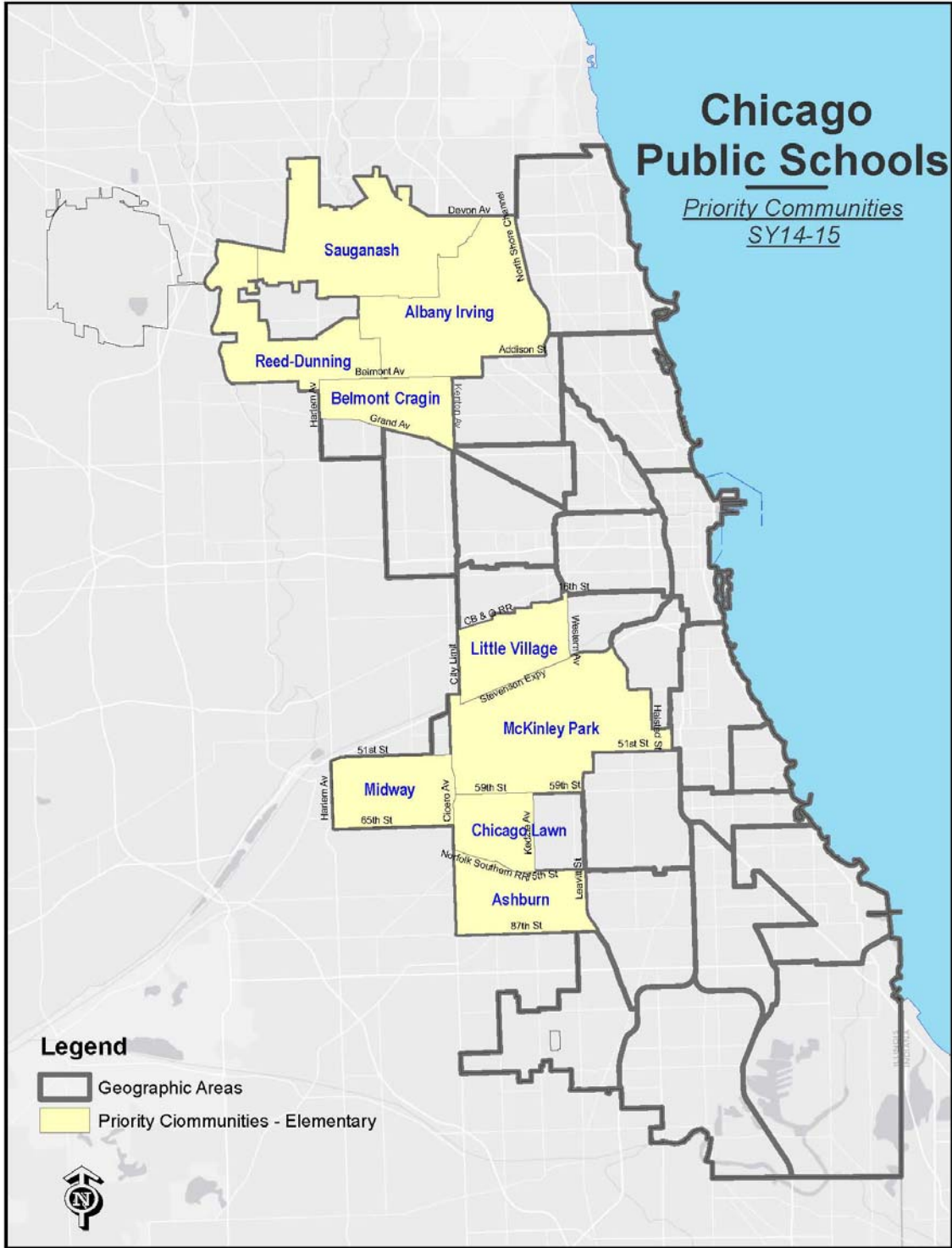
<p>CPS is encouraging applicants to submit new school proposals to open in communities that need additional high-quality options to help alleviate overcrowding.*</p>	
<p>CPS encourages applicants who wish to open elementary schools to locate in the following communities (please see <i>Map 1 – Elementary Schools</i> immediately below):</p>	<p>CPS encourages applicants who wish to open high schools to locate in the following communities (please see <i>Map 2 – High Schools</i> immediately below):</p>
<ul style="list-style-type: none"> • Albany Irving • Ashburn • Belmont Cragin (North of Grand Ave) • Chicago Lawn (West of Kedzie Ave.) • McKinley Park • Midway (South of 51st St.) • Little Village (West of Western Ave.) • Reed-Dunning • Sauganash 	<ul style="list-style-type: none"> • Southwest Side (bounded by the area west of Western Avenue, South of the Stevenson Expressway, and the city limits) • Northwest Side (bounded by the area beginning at Fullerton and the western city limit, east to Western, and north to the city limit)

*See Appendix I of this document for individual priority community maps and information on student demographics.

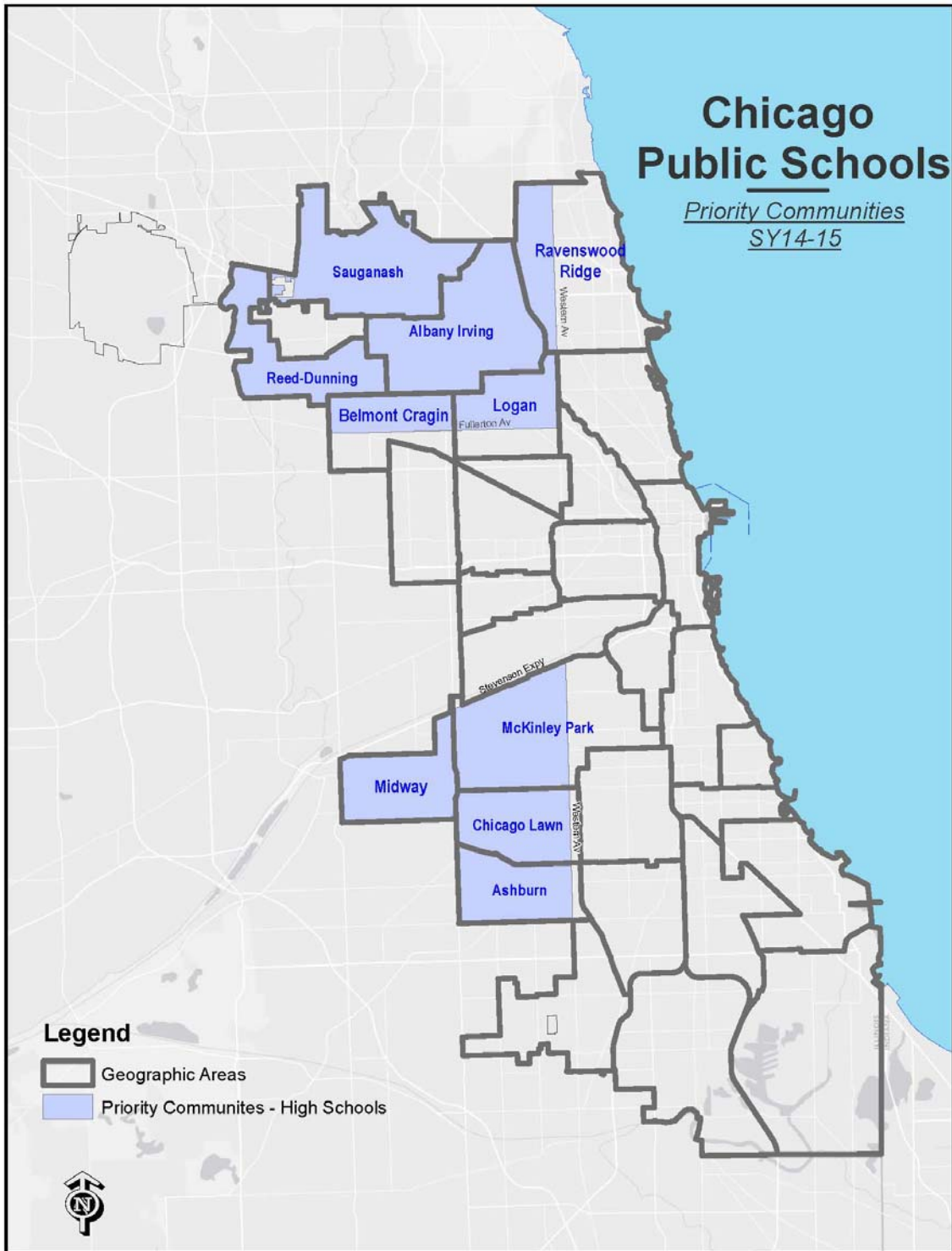
CPS encourages all charter school applicants who wish to open schools to **identify independent facilities**.

Regardless of where applicants propose to locate, all applicants for the 2013 RFP must address how their proposed school will directly benefit the students and families in the unique community(ies) that they seek to serve. It is the responsibility of a successful new school to actively draw on local assets and contribute to the life of the community in which they locate. Successful applicants must demonstrate strong ties to the particular community in which their proposed school will be located and provide evidence of parent and community demand and support (for more information, see the **Parent and Community Input and Engagement Section** section below). Partnerships with parents, community- and faith-based organizations, local residents, and other stakeholders are a valued component of the new school development process. Prioritizing community engagement enables new school developers to effectively provide the most comprehensive and relevant educational opportunities to their respective student populations.

Map 1: Priority Communities – Elementary Schools



Map 2: Priority Communities – High Schools



V. Proposal Evaluation Process Overview

Since the original Illinois Charter School Law was enacted in 1997, CPS has managed a rigorous process to evaluate and approve proposals for new schools. The 2013 RFP process is designed to identify new or replicate or expand existing high-quality school options. The evaluation process is overseen by the Office of New Schools, whose mission is to help ensure equitable access to high-quality schools that will prepare students for college, career, and life.

Guiding Principles

CPS has identified four guiding principles for the 2013 RFP evaluation process:

- I. Set clear guidelines and criteria for opening, replicating, or expanding high-quality school models.
- II. Grant new schools only to applicants who meet the evaluation standards. The District is committed to replicating proven educational models. As such, applicants must demonstrate, through existing school data or Design Team⁵ experience, that their proposed school has driven academic growth among comparable student populations, including students with disabilities, English Language Learners, and students in temporary living situations.
- III. Engage parents and communities in a meaningful and authentic way in the proposal planning, evaluation, and approval process.
- IV. The District seeks to open new schools in priority areas where additional facility capacity is required to help alleviate overcrowding (105 ILCS 5/27A-4(b)). As such, the District highly encourages operators to propose to locate in priority communities.

Table 3: Process Timeline⁶

The 2013 RFP utilizes an evaluation process based on national principles and standards for quality authorizing. This annual process for requesting and reviewing proposals has been continuously revised based on the lessons learned over the District’s more than 15 years of school authorizing experience (105 ILCS 5/27A-8 (c)). As required by Law (105 ILCS 5/27A-7.10), the District is obligated to authorize only quality applications that meet identified educational needs and to decline to approve weak or inadequate applications. As such, the evaluation process is rigorous; only proposals demonstrating the qualities identified in our evaluation criteria are recommended to the Board for authorization. Each stage of the process is detailed below.

Dates	Request for Proposals
August 12	Preliminary RFP Released to All Applicants

⁵ A Design Team includes, but is not limited to: school founders, school leaders, school board members, and community members participating in the school’s design and development.

⁶ The Office of New Schools reserves the right to change this timeline at any point throughout the process. Changes to the timeline will be posted on the ONS website (<http://cps.edu/NewSchools/Pages/Process.aspx>) and sent to existing applicants via email.

August 19	Overview Webinar for Applicants
August 26	Online Registration Form Due ⁷
September 30	Tier 1 Proposals Due by 4 p.m.
By October 9	Capacity Interviews Scheduled
October 14-18	Capacity Interviews Conducted
October-November	Continued Community Engagement by Applicants
November 18	Tier 2 RFP Questions Released to All Applicants
December 3	Tier 2 Proposals Due by 4 p.m.
December 18	Community Meeting
January 6	Public Hearing
January 22	CPS Board Meeting

Webinar

An overview webinar with additional information on the 2013 submission process will be held at 1:30 p.m. on August 19, 2013. Additional details on the webinar will be posted online and distributed via email. Applicants wishing to attend the webinar should register at <http://cps.edu/NewSchools/Pages/Process.aspx>.

Registration Form

Please note that the Office of New Schools highly encourages all prospective applicants to complete an online registration form by August 26, 2013. Any applicants who fail to submit a registration form will not be considered for participation in the Neighborhood Advisory Council (NAC) community engagement process that CPS is hosting throughout the evaluation process (please see **Parent and Community Input and Engagement Section** below for more details).

Two-tiered Submission

The 2013 RFP requires applicants to submit a Tier 1 proposal by 4 p.m. on September 30, 2013 and a Tier 2 proposal by 4 p.m. on December 3, 2013. In the Tier 1 proposal, applicants will submit a proposal

⁷ Information on the registration form and Letter of Intent can be found on the ONS website: <http://cps.edu/NewSchools/Pages/Process.aspx>



responding to all major sections of the RFP: Parent and Community Engagement, Academic Capacity (including track record), Operational Capacity, and Economic Soundness. In the Tier 2 proposal, applicants will be required to submit responses to an additional set of questions, which will primarily solicit updates on parent and community support, key operational updates, and changes made to the proposal based on feedback from parents and community members. A key benefit of the new two-tier submission process is that it allows applicants more time to authentically engage parents and key community stakeholders in the proposal development process prior to submitting the Tier 2 proposal.

Proposals are only considered fully complete and final in accordance with the Illinois Charter Schools Law upon submission of the Tier 2 proposal. However, many critical evaluation processes will occur after the Tier 1 proposal submission but prior to the Tier 2 proposal submission, including capacity interviews (see **Capacity Interview** section below) and the formalized community engagement process conducted in partnership with the Neighborhood Advisory Councils (NACs) (see **Parent and Community Input and Engagement Section** below). **All applicants must submit a Tier 1 proposal by the Tier 1 deadline (September 30, 2013).** Please note that applicants will not be allowed to revise responses submitted in the Tier 1 proposal; however, CPS reserves the right to ask applicants for additional information regarding Tier 1 questions and responses.

Completeness Check

All proposals will be reviewed for completeness upon receipt.

Tier 1 and Tier 2 proposals will be checked for completeness to ensure that all questions have been addressed and that all required attachments have been provided. **Applications missing responses to questions or required attachments may not be considered for further review.** Refer to the Completeness Checklist at the end of the document to ensure that your proposal is complete.

The following constitutes a complete submission:

- All required questions have been answered;
- All attachments have been provided;
- Financial forms have been provided;
- All appropriate facility documentation has been provided;
- A completed submission checklist⁸ has been provided

It is the responsibility of the Design Team to ensure that the application is complete at the time of submission.

Review of Tier 1 Proposals

All Tier 1 proposals received in response to the RFP will be reviewed by a team of internal and external experts in October. The review teams will utilize transparent evaluation criteria, which will be shared

⁸ The completion checklist can be found at the end of this RFP and at <http://cps.edu/NewSchools/Pages/Process.aspx>.



with applicants and made available on the Office of New Schools' website (<http://cps.edu/NewSchools/Pages/Process.aspx>). These criteria target the attributes that have been shown as key indicators of success for new schools.

Capacity Interviews

Applicants whose Tier 1 proposals are complete will be invited to participate in in-person interviews with review panels. These interviews are not a guarantee of authorization, but rather a chance for reviewers to gather clarifying information in order to support final recommendations for approval or denial of the proposals.

Interview teams will consist of experts in relevant fields from within and outside of CPS. Panelist information will be shared with applicants prior to the interview as part of the conflict of interest vetting process. Design Teams will be asked to bring a representative group of no more than six individuals to participate in the panel interviews. During the interview, applicants will have the opportunity to present a five-minute opening statement and will then participate in a question and answer session with the evaluation team. Design Teams should select their attendees carefully to ensure that the individuals present are able to collectively speak to every aspect of the school design and proposal.

Parent and Community Engagement and Input

CPS will prioritize demonstrated evidence of parent and community engagement in its review of both the Tier 1 and Tier 2 proposals. It is important that Design Teams draw on input and feedback from parents of school-aged children and community stakeholders to help develop their proposal. Design Teams should be prepared to engage parents and communities prior to submission of the Tier 1 proposal and continue that engagement throughout the evaluation process; the two-tiered application process allows applicants additional time to conduct parent and community outreach and collect stakeholder input leading up to submission of the Tier 2 application.

For applicants who propose to open new schools in the identified priority communities, CPS will host a community engagement process concurrently with the CPS evaluation process in partnership with Neighborhood Advisory Councils (NACs). NACs will be comprised of at least 50% parents of school-aged children, as well as representatives from local community-based organizations, businesses, and political offices. The NACs will receive professional development training on how to evaluate proposals and review proposals for operators who propose to locate in their community. After reviewing proposals, the NACs will host a community meeting in their respective neighborhoods to introduce operators to the larger community and solicit feedback on their proposed schools. The NACs will make a recommendation to the Office of New Schools and the CEO of CPS about their preferences for which operators should locate in their neighborhood. **Note: in order to participate in the NAC evaluation process, an operator must a) propose to open in a priority community and b) complete a registration form by the August 26, 2013 deadline.**



All applicants will be expected to participate in a Community Meeting in December 2013. Attendees will have the opportunity to enter comments into the public record regarding any of the submitted proposals. It is the applicant's responsibility to advertise this event and ensure that members from their targeted community(ies) are represented at the event.

Review of Tier 2 Proposals

The Tier 2 RFP questions will be released November 18, with Tier 2 proposals due December 3. The same review teams will review the Tier 2 proposal responses and evaluate responses using transparent evaluation criteria, which will be shared with applicants when the Tier 2 proposal is released.

Reviewers will evaluate whether the Tier 1 and 2 proposals collectively meet the standards outlined in each set of evaluation criteria. Based on their review, evaluators will identify the strengths and challenges presented by each proposal. Each evaluation team will make recommendations to the Office of New Schools to approve or deny proposals for new schools supported by concrete rationale. Only proposals that meet the criteria will be recommended for approval. The Office of New Schools will in turn provide feedback to applicants and compile and submit all recommendations from evaluators to the District's Senior Leadership Team for review.

Facility Plan Review

Before being recommended for approval, any proposals that identify independent facilities will be subject to review by the District's Facilities team to ensure that facilities plans are viable in the presented timeframe, adequately meet the stated needs of the proposed school, and can demonstrate compliance with applicable health, safety, and accessibility laws.

Applicants identifying an independent facility must also submit the appropriate supporting documentation with their proposals, including an Inspecting Architect's Report and an ADA Compliance Report. In some circumstances, CPS may require additional information or an ADA inspection conducted by CPS experts during the proposal review process. Applicants with identified facilities that are not currently in ADA compliance should include a plan for how ADA compliance will be achieved.

Any proposal that presents an independent facility, but does not include a viable and economically sound facilities plan will not be recommended for approval.

Public Hearing

The Office of New Schools will hold a public hearing in advance of the Chicago Board of Education vote. The purpose of the hearing is for the public to enter comments into the official record prior to the Board's decision. Design Teams will not make a formal presentation at these hearings, but they should be prepared to enter comment into the record on behalf of their proposed school. Applicants should also encourage their supporters to attend and speak on their behalf.



Board Decisions

All final decisions regarding new school proposals are made by the Chicago Board of Education. The Board will take all presented information into account when reviewing a recommendation for approval, including the recommendation from the NAC, when applicable. It should be noted that in some cases, schools approved by the Board will receive a Letter of Conditions detailing any benchmarks or contingencies that must be completed in the stated timeline in order for the school to receive final authorization.

Execution of School Agreement

Board approval is not the final step in the process of creating a new school. For new charter schools, CPS works with Design Teams to receive final certification from the Illinois State Board of Education (ISBE). Additional documents, in addition to those required through the RFP, may be required for ISBE certification. Based on school type, schools or operators will enter into agreements with CPS, following Board Approval. This Agreement and the Illinois Charter Schools Law will govern the relationship between CPS and the new school.

VI. Design Team Track Record and Capacity

The District is committed to replicating proven educational models. As such, applicants must demonstrate, through existing school data or Design Team experience, that their proposed school model and/or individuals on the Design Team have a proven track record driving academic achievement and growth among comparable student populations.

Replication Criteria for Current Chicago Operators

Operators who currently operate schools in Chicago will have their track records evaluated based on their current and historical performance on their specific contractual performance standards.⁹ Chicago operators who meet the following criteria are encouraged to apply to open new schools:

Table 4: Replication Criteria for Current Chicago Operators

Requirements	Operator ¹⁰	Next Steps
Existing Chicago Operators Operating or Proposing Fewer Than 3 Campuses in SY2012-13		
Historical Data¹¹	All campuses/schools have received a contractual academic performance ¹² rating for the past three years	<i>If existing school(s)/campus(es) meet replication criteria:</i>
Academic Performance (Each campus must fulfill one of the two presented options)	<i>Option 1</i> Campus(es) / school(s) rated Meeting Standards per contractual academic accountability plan for the past two years	Complete Section 1, 2.2.c., 2.5.a., and Sections 3-4 <i>If existing school(s)/campuses do not meet replication criteria:</i>
	<i>Option 2</i> Campus(es) / school(s) rated Meeting Standards or Making Reasonable Progress per their contractual academic accountability plan for all of the past three years AND Campus (es) / school(s)' Comparison School ¹³ average	Complete Sections 1-4 <i>If adding a new grade configuration (e.g. current K-8 adding 9-12):</i> Complete Sections 1-4

⁹ Charter schools are held accountable to the academic performance metrics included in their contract.

¹⁰ Replications for Existing Chicago Charter Operators who are undergoing renewal in 2013-2014 will be considered as part of the Office of New Schools Renewal Process. These operators should clearly indicate their desire to replicate in their Renewal Proposals and should not submit a proposal to this RFP.

¹¹ If an existing Chicago operator is part of a national Charter Management Organization (CMO) or contracts with a national Education Management Organization (EMO), the historical data requirement is as follows: more than half of the campuses/schools in the Management Organization's (MO) entire portfolio have three or more years of academic performance data *and* at least 25% of the schools/campuses in the MO's entire portfolio have five or more years of academic performance data. Please note that the track record of the MO's schools/campuses in Chicago will qualitatively receive more weight when evaluating the academic performance of the MO; CPS believes that the performance of the existing Chicago schools/campuses is the best predictor of how effectively any new schools/campuses would serve additional CPS students.

¹² Charter schools are held accountable to the academic performance metrics included in their contract.

	does not outperform the campus(es) / school(s) by 10% or more for all of the past three years on the composite % of students rated Meets or Exceeds (ISAT or PSAE)	
Existing Chicago Operators Currently Operating or Proposing 3 or More Campuses in SY2012-13		
Historical¹⁴ Data	At least half of all campuses/schools have received a contractual academic performance rating for 2011-12 AND At least 25% of all campuses/schools have received a contractual academic performance rating for all of the past three years	If existing school(s)/campus(es) meet replication criteria: Complete Business Plan If existing school(s)/campus(es) DO NOT meet replication criteria:
Academic Performance: Criterion I (At least half of the campuses with 3+ years of academic performance ratings must fulfill at least one of the two options)	Option 1 Campuses / schools rated Meeting Standards per contractual academic accountability plan for the past two years	Complete Sections 1-5
	Option 2 Campuses / schools rated Meeting Standards or Making Reasonable Progress per their contractual academic accountability plan for all of the past three years AND Campuses / schools' Comparison School average does not outperform the campuses / schools by 10% or more for all of the past three years for composite % of students rated Meets or Exceeds (ISAT or PSAE)	
Academic Performance: Criterion II¹⁵ (No campuses in the network can be at or below these criteria)	Campuses / schools rated "Failing to Meet Standards or Make Reasonable Progress" per their contractual accountability plan for two of the past three years AND Campuses / schools does not outperform its comparison school average by 10% or more for one of the past three years for composite % of students rated	

¹³ A charter school campus's comparison school is a weighted average based on students' attendance area schools.

¹⁴ If an existing Chicago operator is part of a national Charter Management Organization (CMO) or contracts with a national Education Management Organization (EMO), the historical data requirement is as follows: more than half of the campuses/schools in the Management Organization's (MO) entire portfolio have three or more years of academic performance data *and* at least 25% of the schools/campuses in the MO's entire portfolio have five or more years of academic performance data. Please note that the track record of the MO's schools/campuses in Chicago will qualitatively receive more weight when evaluating the academic performance of the MO; CPS believes that the performance of the existing Chicago schools/campuses is the best predictor of how effectively any new schools/campuses would serve CPS students.

¹⁵ Note: Operators that currently have or are proposing to open 3 or more schools must meet both Academic Performance Criteria (I and II).



	Meets or Exceeds (ISAT or PSAE)	
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If you are unsure if you meet the criteria, please inquire at newschoolapplicants@cps.edu

Track Record for National Operators

Proposals submitted from national operators currently managing schools outside of Chicago must demonstrate a strong track record of driving significant academic gains with similar student populations (please see Section 2.2.b. below and Tables 1-3 in the Answer Manual on pp. 10-12 for specific quantitative metrics to demonstrate a proven track record).

Note: Operators with schools both inside and outside Chicago will be evaluated based on the track record of their entire portfolio; however, evaluators will place more emphasis on the operator’s track record in the Chicago school(s). CPS believes that the operator’s track record with CPS students is the most reliable indicator of the likely outcome of expanding the model to serve additional CPS students.

Track Record for New Operators

The Design Team/founding Board members with academic expertise and/or proposed members of the instructional leadership team¹⁶ must individually demonstrate strong track records of driving significant academic gains with similar student populations, including students with disabilities, English Language Learners, and students in temporary living situations (please see Section 2.2.b. below and Tables 1-3 in the Answer Manual on pp. 10-12 for a list of specific requested metrics). Proposals should provide data/evidence from past experience leading a school/classroom, professional development program, or other service that demonstrates the capacity to drive student achievement with similar student populations.

Design Team Capacity

All Design Teams must represent the diversity of skill sets and experience (including academic capacity, operational capacity, legal and financial expertise, and parent and community support) necessary to open, operate, and manage a high-quality school.

Design Teams seeking to open multiple schools or operate a network of schools must demonstrate the capacity to create the systems necessary to operate multiple schools/campuses, including clearly defined roles and responsibilities, clear and actionable lines of accountability between levels, and a plan to adapt these systems and roles as needed during all phases of the proposed growth trajectory.

¹⁶ This requirement only refers to Design Team members who have educational backgrounds and/or are proposed founding members of the school’s academic leadership team or faculty, not Design Team members with legal, financial, operations, or other areas of expertise.

VII. Proposal Requirements

Design Teams for existing Chicago school operators should answer questions in the proposal as specified in Table 4 above. New charter operators and existing national operators should answer questions in the proposal as specified in Table 5 below. **Proposal narratives should not exceed 120 pages plus appendices.**

Table 5: Proposal Requirements for New and National Operators

School Type/Model	Required Sections
New charter schools (Note: Proposing 3 or fewer campuses)	Unless otherwise specified below, applicants seeking to open a new charter schools or add a new grade configuration (e.g. currently operating a K-8 and proposing to add a high school with grades 9-12) should complete Sections 1-4.
National charter operators	Existing national operators wishing to open schools in Chicago should complete sections 1-5.

VIII. Completion and Submission of Proposal

Important Proposal Resources

CPS **highly encourages** applicants to review the **Answer Manual** found on the Office of New Schools' website in conjunction with the RFP: <http://cps.edu/NewSchools/Pages/Process.aspx> . The Answer Manual provides critical additional information on CPS expectations for how applications should answer the questions detailed in the following sections. The Answer Manual tracks each section of this document.

For more information on legal and policy requirements, Design Teams should also reference the **sample Charter School Agreement** and associated exhibits posted on the Office of New Schools' website, <http://cps.edu/NewSchools/Pages/Process.aspx>, as well as the **Illinois Charter Schools Law** at <http://www.isbe.state.il.us/charter/>.

Please be sure to address issues highlighted in the Answer Manual, Charter Agreement, and Illinois Charter Schools Law to ensure that applications are aligned with all CPS legal and policy requirements.

Format for Answering Questions

Each proposal should include a section corresponding to each set of questions required. **Full proposals should include a table of contents noting the page number on which each section and appendix begins.**

Applicants should copy and paste each question before each answer in the proposal (questions may be pasted in smaller font). Sub-parts of questions should be clearly referenced in the answers.

- Proposals must be typed with at least 1-inch page margins and at least 11-point font.
- Proposals must not exceed 120 pages plus appendices.
- Appendix items should be clearly labeled at the top or bottom of each page citing the title of the appendix and the section of the proposal to which it corresponds.
- Please label each résumé with the individual's affiliation with the proposed school (e.g. Design Team member, founding Board member, principal, teacher, etc.).
- If a specific question does not apply to the proposed school, please respond "Not Applicable."
- Spell out all acronyms the first time that they are mentioned in the proposal.
- Do not assume that reviewers are familiar with all of the organizations, programs, service providers, curricula, etc. that you reference in the proposal; please provide brief descriptions either in the text or in a footnote.
- If citing any research, studies, or articles, please include full citations in a footnote or a separate references section.

Submission Instructions

Design Teams are expected to submit **one electronic and one hard copy of Tier 1 proposals** by 4 p.m. on September 30, 2013. (Please note: an alternative redacted version of the proposal narrative and any attachments with personal information should also be submitted electronically. Please see the **Publicly Posting Proposals** section below for more details.)

Design Teams who intend to apply to the 2013 Request for Proposals should register as soon as possible through the online registration form found at the ONS website: <http://cps.edu/NewSchools/Pages/Process.aspx>. Following the release of the preliminary RFP, applicants will be able to request access to a unique Dropbox folder through which they will submit electronic versions of Tier 1 and Tier 2 RFP documents. Dropbox is a free file hosting service that allows multiple users to access shared file folders. The site www.dropbox.com has multiple supports for installing the file-sharing system on individual computers.

For the 2013 RFP process, all electronic Tier 1 and Tier 2 proposal documents will be submitted via Dropbox.

- **An electronic and hard copy of Tier 1 proposals must be submitted electronically via Dropbox and delivered to the Office of New Schools respectively by 4 p.m. on September 30, 2013.**
- **All Tier 2 proposals must be submitted electronically via Dropbox by 4 p.m. on December 3, 2013.**

Applicants should e-mail newschoolapplicants@cps.edu to request access to their unique Dropbox folder. Once applicants have received access to the Dropbox folder, please follow these guidelines:

- Do not keep any subfolders in your Dropbox folder.



- Clearly label all submitted files:
 - For general documents “Charter School Name_Doc Name”
 - For resumes and assurances “Charter School Name_Role_Doc Name”
 - For facility documents “Charter School Name_Facility Address_Doc Name”
- When possible, documents should be in Word format.

Please note, the Office of New Schools will not accept submissions for Tier 1 proposals that are submitted after 4 p.m. on September 30, 2013. It is recommended that teams begin uploading materials no later than September 29, 2013 to ensure there are no problems with uploading the files to Dropbox.

Similarly, the Office of New Schools will not accept submissions for Tier 2 proposals that are submitted after 4 p.m. on December 3, 2013. It is recommended that teams begin uploading materials no later than December 2, 2013 to ensure there are no problems with uploading the files to Dropbox.

Additional information on submissions, including information on correct formatting and file naming, and how to access your Design Team's unique Dropbox folder is provided at <http://cps.edu/NewSchools/Pages/Process.aspx>.

VIII. Additional Information

Resources

When developing proposals, applicants should reference several additional documents available on the Office of New Schools website: <http://cps.edu/NewSchools/Pages/Process.aspx>. In addition to these resources, updates will also be posted on the website. For questions regarding the RFP, please email newschoolapplicants@cps.edu or call the Office of New Schools at (773) 553-1110.

Important Notes about the 2013 RFP Process

Publicly Posting Proposals

The Office of New Schools plans to post all documents submitted to CPS as part of the Request for Proposals process. **Applicants should submit an additional electronic version of the RFP with all personal information redacted. (Please note: only attachments that include redacted personal information need to be submitted twice.)** Shortly after receipt of proposals, Office of New Schools will post a list of the proposals received on the Office of New Schools' website, including the name of the proposed school, at capacity enrollment estimates, grade levels served, target community (if identified), and any management organization with whom the operator is partnering. Proposals in their entirety will be posted by the District on the Office of New Schools' website prior to the Community Meeting in early December.



Ethics Policy for Applicants

Pursuant to the Board's Code of Ethics,¹⁷ charter school operators that hold charter or contract agreements with the Board are in a unique relationship with the Board. Membership on a charter school operator's governing board creates an inherent conflict of interest for Officials and Employees. Officials and Employees and their Spouses, Domestic Partners, Partners to a Civil Union, or other Members of their Household, are therefore prohibited from sitting on the governing board of either: (1) A Charter School operator that holds a charter issued by the Board; or (2) A Contract School operator that holds a Contract School agreement issued by the Board.

In addition, a number of other provisions in the Board's Code of Ethics impact Board employees' involvement with charter school development depending on the individual circumstances. These include conflicts from secondary employment and representation of other persons or entities in proceedings before the Board. If you are a current Board employee and wish to serve on a proposed charter school's design team or governing board, please contact the Ethics Advisor, Andra Gomberg at agomberg@cps.edu or at 773-553-1312.

Please Note

The Chicago Public Schools reserves the right to make changes affecting policies, requirements, funding, and any other matters discussed in this publication. This publication is not intended to be, nor should it be regarded as, any part of a contract.

Contact Information

For questions regarding the 2013 RFP, please email newschoolapplicants@cps.edu or call the Office of New Schools at (773) 553-1110.

¹⁷ Please see <http://policy.cps.k12.il.us/download.aspx?ID=32>



IX. General Proposal Sections

Executive Summary

The Executive Summary should be a stand-alone document that gives a succinct narrative overview of the application. It should be no longer than 2 pages and should include the following components:

- **Proposed school type and model (if applicable)**
- **Grades served (first year and at scale)**
- **5-year enrollment table that includes:**
 - **Number of students in each grade for each year of the initial five-year contract term**
 - **Total number of enrolled students for each year of the initial five-year contract term**
- **Mission, vision, educational philosophy, and culture**
- **Academic goals**
- **Demonstrated capacity to open and manage a high-quality school, including brief explanation of how proposed school type and model will drive success for expected student population**
- **If applicable, cite the targeted community(ies), the rationale for the proposed community(ies), and high-level overview of community partnerships**

Section 1: Parent and Community Need, Engagement, and Support in Targeted Community

This section should provide an overview of the community(ies) in which the proposed school seeks to locate. The proposal should clearly articulate the need for the proposed school(s) in the identified community(ies). The section should describe parent and community engagement conducted to help develop the proposal, provide demonstrated evidence of parent and community support and partnerships, and outline the engagement plan moving forward.

1.1. Parent and Community Engagement/Need in Targeted Community

a. Parent and Community Engagement (Preparation of Proposal): (i) Describe and provide evidence of how your Design Team notified community stakeholders and parents/guardians of the development of the proposal to open a new school. List the types, dates, locations, and number of outreach activities in the proposal narrative or in a *Parent and Community Engagement and Support* attachment. (Please see pp. 1-2 of the Answer Manual for examples of possible forms of evidence of notification). (ii) Explain the role of parents/guardians and community members in providing input into the proposed school, the form and nature of the feedback, and the process for incorporating the feedback into the proposal. In the proposal narrative or in a *Parent and Community Engagement and Support* attachment, list the specific suggestions or input received, and explain whether or not the feedback was incorporated into the design of the proposal. If incorporated, please cite how.

- In a *Parent and Community Engagement and Support* attachment, include:
 - (i) Evidence of notifying parents/guardians and community stakeholders of the proposal
 - (ii) Examples of written or other communications that specify how parents/guardians and community stakeholders can provide comments on the proposal/proposed school
 - (ii) A detailed record (e.g. in a table or spreadsheet) of the specific feedback that the Design Team received, which cites whether and how the feedback was incorporated into the proposal

b. Description of Need in Targeted Community: Describe the community (e.g. demographics, assets, challenges, relevant history, etc.) and the specific population of students that your proposed school intends to serve. Explain and cite evidence of the unique educational needs of the community, parents, and specific population of students (please see p. 2 of the Answer Manual for examples of possible forms of evidence). How does the proposed school align with community needs and expectations, including those voiced by parents and stakeholders during the community engagement process?

- If applicable, (e.g. in the case of stakeholder survey data), include evidence in a *Parent and Community Engagement and Support* attachment

1.2. Evidence of Parent and Community Support in Targeted Community

a. Evidence of Parent Support in Targeted Community(ies): In the proposal narrative or in the *Parent and Community Engagement and Support* attachment, provide evidence of support for the proposed school among prospective parents with school-aged children in the proposed community(ies) (please see pp. 2-3 of Answer Manual for a list of recommended types of evidence to gauge parent support).

- In a *Parent and Community Engagement and Support* attachment, include evidence of support for the proposed school among prospective parents.

b. Evidence of Community Stakeholder Support in Targeted Community(ies): Identify community- and faith-based organizations, leaders, cultural institutions, and/or businesses with which the Design Team has corresponded and/or that have pledged support for the school. Provide evidence of support from community organizations and stakeholders (please see page 3 of the Answer Manual for examples of appropriate forms of evidence).

- In a *Parent and Community Engagement and Support* attachment, please include evidence of community support for the proposed school.

1.3. Future Plans for Parent and Community Engagement and Partnerships (*Once in Operation*)

a. Key Community Partnerships: Describe the role of community partnerships that will provide key academic or non-academic services, supports, or opportunities for students throughout the first five years of the school. Explain: (i) the nature, terms, and scope of service of any partnerships (please see page 3 of the Answer Manual for specific information that should be included about each partnership), ii) how such partnerships will further the mission and vision of the school, and iii) who will be responsible for managing and cultivating these partnerships.

- In a *Parent and Community Engagement and Support* attachment, please provide evidence of any partner organization’s commitment.

b. School Involvement in Community: Describe your Design Team’s vision for establishing the school as a pillar in the community once in operation and explain how the school leadership team will execute this vision. Specifically: (i) Describe any services, resources, programs, or volunteers that the school will provide for parents/guardians community members once in operation. (iii) If applicable, the parent and community plan should clearly address any community tension that exists surrounding the opening of a new school.

Section 2: Academic Capacity

This section should clearly articulate the educational plan for the school and demonstrate the proposed team’s ability to drive academic success for all students. Responses should provide evidence to demonstrate that the Design Team can successfully open and manage a high-quality school. Answers should reference requested attachments as appropriate.

2.1 Mission, Vision, and Culture

a. Mission and Vision: State the mission and vision of the proposed school. The mission and vision statements should provide the foundation for the entire proposal and be reflected throughout all sections.

b. Educational Philosophy: Briefly describe the educational philosophy of the proposed school. Identify the Design Team’s core beliefs and values about education; explain how these priorities inform the school’s key program and design components that are critical to its success with the targeted student population. Provide a clear rationale for using these strategies, citing research and evidence of success with similar student populations.

c. Description of Culture: Describe the culture envisioned for the proposed school. Explain how the school will promote a positive environment with high behavioral and academic expectations to foster



students' intellectual and social and emotional development. What are the systems, traditions, and policies that will help the school achieve this culture? Please describe any non-academic goals that the school may set for students, how they will be measured and by whom, to help monitor and support school climate.

d. College Readiness: Describe the specific programs and supports, beyond academic curriculum, that your school will provide to expose students to college and support them to be successful in college academically and emotionally. If applying to open a high school, describe how the school will help students meet requirements to apply to college, submit applications, and persist in college after high school graduation. Specify the methods that the school will employ to track student/alumni college acceptance and persistence rates. Identify who is responsible for monitoring and overseeing these efforts.

e. Social, Emotional, and Physical Health: Describe the social, emotional, and physical health needs that you anticipate among the targeted student population. Describe the programs, resources, and services (internal and external), that your school will provide in order to promote students' social, emotional, and physical health. Explain how individual student needs will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured. Cite who will be responsible for overseeing these efforts.

f. Behavior and Safety: (i) Describe the school's approach to student discipline, behavioral intervention, and classroom management. Explain the roles of teachers and administrators in consistently and equitably implementing consequences for disciplinary infractions and positive behavioral interventions and supports. How will these strategies create a safe and productive learning environment for all students? Cite who will be responsible for overseeing student discipline and behavioral interventions. (ii) How will expectations for behavior and corresponding consequences and rewards be clearly communicated to students and families? (iii) Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and afford due process for all students.

- Attach copies of the school's policies for promotion, graduation, and student discipline.

g. Parent Involvement: Discuss strategies to engage parents and caretakers in their child(ren)'s education and in the governance of the school. Describe any programs or resources that the school will provide for parents and caretakers.

2.2 Design Team Experience and Demonstrated Track Record in Driving Academic Success

a. Roles and Demonstrated Experience: Briefly describe the qualifications and experience of members of the Design Team and/or founding Board in all areas that are key to successfully opening, managing, and sustaining a new school, including education, school leadership/administration, operations, finance, development, law, and ties to the proposed community. Describe how the Design Team was formed, how frequently the Design Team meets, how members collaborate with one another, each Design Team member's contributions to the proposal, and each member's proposed role in the school. Please cite any advisors or consultants external to the founding group and define their contributions to the development of the proposal, including their relevant experience and qualifications.

- Attach résumés of Design Team members and any other individuals who have made substantial contributions to this proposal. **Label each résumé with the individual's affiliation with the proposed school.** *Note: It is not necessary to provide personal addresses or phone numbers.*

b. Academic Track Record Serving Similar Student Populations: The proposal should demonstrate that the Design Team, whether an existing Chicago operator, existing national operator, or new operator, has a proven track record of success driving academic achievement and growth for students similar to those the school expects to serve. In addition to discussing the Design Team’s proven track record of success in the proposal narrative, include an attachment that includes corresponding data. Please see the below descriptions, as well as Tables 1-3 on pp. 10-12 of the Answer Manual, for more information on CPS’ expectations for demonstrating a proven track record of success for each different type of Design Team.

Existing Chicago Operators: Existing Chicago operators are minimally expected to meet the replication criteria outlined in Table 4 (above) on pp. 16-17 of the RFP to be considered for approval to open new school(s) or add additional grade configurations. Meeting the academic replication criteria does *not* guarantee approval of additional school(s) or grades. If an existing Chicago operator does not meet the above outlined criteria, it is unlikely that the operator will be approved to open new schools. Existing Chicago operators are welcome to provide any additional quantitative evidence of driving academic achievement and growth on metrics that fall outside of the contractual performance policy (e.g. average student growth on an adaptive test such as NWEA MAP, SCANTRON, Renaissance Learning’s STAR, etc.). If provided, describe student performance on these metrics. **Please only provide data in vendor-produced score reports.**

New operators: Identify members of the Design Team and/or founding Board who have provided academic expertise or who will provide instructional leadership or support at the proposed school. Describe these individuals’ experience and qualifications to implement the proposed educational plan. Provide quantitative evidence of their individual and/or collective track record (if applicable) driving student achievement with similar student populations.

Provide demographic data on student populations served at previous schools, including the following (%):

- Free- and reduced-price lunch (FRL)
- African American, Hispanic, Caucasian, Asian American, and other
- English Language Learners
- Students with Individual Education Plans (IEPs)
- Students in Temporary Living Situations

Please also cite the CPS student demographics in the proposed targeted community(ies),¹⁸ and the demographics of the targeted student population for the proposed school (if different from the CPS student demographics of the entire targeted community).

Please see Tables 1-3 on pp. 10-12 of the Answer Manual for preferred metrics and CPS’ performance criteria for demonstrating a successful track record.

- Attach state or district report cards, vendor reports, or other verifiable sources of data demonstrating the academic track record of Design Team members with instructional/academic expertise.

Existing national operators: Provide evidence that the proposed model has driven academic achievement and growth among similar student populations and that the proposed instructional leaders have experience implementing that model.

¹⁸ For the percent of ELL students, students with IEPs, and Students in Temporary Living Situations, applicants can cite district-wide averages of 16.13%, 12.28%, and 4.2% respectively.

In a table or Excel spreadsheet, please provide demographic data on student populations served at each existing school in the network, including the following (%):

- Free- and reduced-price lunch (FRL)
- African American, Hispanic, Caucasian, Asian American, and other
- English Language Learners
- Students with Individual Education Plans (IEPs)
- Students in Temporary Living Situations

In the same table, please also cite the CPS student demographics in the proposed targeted community(ies),¹⁹ and the demographics of the targeted student population for the proposed school (if different from the CPS student demographics of the entire targeted community).

Please see Tables 1-3 on pp. 10-12 of the Answer Manual for preferred metrics and CPS' performance criteria for demonstrating a successful track record.

- Attach state or district report cards, vendor reports, or other verifiable sources of data demonstrating the academic track record of all existing campuses
- Attach a list of all previous authorizers with whom the management organization (MO) has worked, including contact information for each listed party. CPS reserves the right to contact authorizers to ask additional information about the operators' track record.

c. School Leadership: (i) Briefly describe the proposed instructional leadership structure. (*Note: the structure should align with the school-level organizational chart provided in Section 2.5.a.*) (ii) If school leader(s) have been identified, provide the criteria used to select the proposed leader(s), including skills, qualifications and characteristics. If school leadership has not been identified, describe the criteria that will be used to select the proposed leader(s), provide a timeline for identifying school leader(s), and specify whether past leadership experience is a requirement. (iii) If school leadership has been identified, please provide evidence of each proposed leader's success in driving achievement with a similar student population. If any of the proposed school leader(s) do not have experience running a school, please cite any school leadership programs or fellowships that they have completed or will complete prior to school opening.

- Attach clearly labeled job descriptions for all staff that will provide instructional leadership at the proposed school. (*Note: Job descriptions are also requested in Section 2.5.a. These job descriptions satisfy both requests.*)

2.3 Educational Goals and Assessment Plan

a. Educational Goals and Metrics: Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school's *quantifiable* goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. For high schools, include goals for graduation rates, leading indicators (e.g. freshman on track), college acceptance and persistence rate, as well as goals related to career readiness. Sample goals and metrics tables are provided on pp. 13-14 of the Answer Manual. Please describe how your Design Team determined these goals and why these goals are appropriate for the school's intended population.

b. Student Assessment Plan: (i) Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in **Section 2.3.a.**

¹⁹ For the percent of ELL students, students with IEPs, and Students in Temporary Living Situations, applicants can cite district-wide averages of 16.13%, 12.28%, and 4.2% respectively.

Educational Goals and Metrics over the course of the five-year contract. Create and include a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level, as well as the timing of their administration (*please see pp. 15-16 of the Answer Manual for sample Assessment Tables*).

(ii) The proposal narrative should: explain the rationale for selecting or developing the identified assessments; describe each assessment's purpose, design and format; demonstrate the validity and reliability of any non-standardized assessments; note alignment of assessments with state standards and/or Common Core State Standards, where applicable; and identify who will be responsible for administering the assessments.

Please note that CPS intends to adopt the measures of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment system for grades 3-11 when they are fully implemented. Applicants should account for this transition in the proposed assessment plan. All charter schools with elementary grades will be expected to administer the Common Core State Standard, web-based version of the NWEA in the spring and fall of SY 2014-15 for grades 2-8. Similarly, high schools will be required to administer the CPS-issued Explore, Plan, and ACT Pre-Test in the fall, and the CPS-issued Explore and Plan Post-Test and ACT in the Spring. When PARCC is fully implemented, NWEA and EPAS will be phased out as mandatory assessments. PARCC will be administered in March (performance-based) and May (multiple-choice) of each year for grades 3-11.

c. Data-Driven Programs and Instruction: (i) Describe how instructional leaders and teachers will administer, collect and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. This response should clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals, as well as specify the formalized processes and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.²⁰ (ii) Please explain how the school will continually communicate with parents and students about academic achievement and progress.

2.4 Curriculum and Instruction

a. Curriculum: (i) Provide a brief description of the proposed curricula and supporting materials for each subject and outline the rationale for curriculum development or selection decisions. How will the proposed curricula further the mission of the school? (ii) Provide evidence that the proposed curricula are research-based and have been effective with students similar to those the school expects to serve. Also include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. (iii) Explain how teachers will know what to teach and when to teach it; include the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.);²¹ (iv) Describe the curriculum development and revision processes by which school leaders and teachers will evaluate and revise the

²⁰ If planning to implement Professional Learning Communities or other regular teacher meetings to analyze and discuss student data, please specify the frequency of the meetings, who is responsible for convening and overseeing the meetings, and whether there are agenda and protocols to structure the meeting. Any regular meetings should be reflected in the school calendar and schedules provided in **Section 2.4.d. School Calendar/Schedule**.

²¹ Please note that while applicants are not required to submit a full draft curriculum for the grades that it seeks to serve as part of the Request for Proposals, if approved to open a school the operator will have to submit the full curriculum to the Office of New Schools prior to its opening date.

curricula to ensure its continued effectiveness in driving academic achievement and growth for all students, alignment to state standards, and alignment from grade to grade.

- Attach a course scope and sequence by subject for each grade level being proposed. *(Please see p. 17 of the Answer Manual for a sample Scope and Sequence for illustrative purposes.)*
- Attach a curriculum map and/or pacing plan that identifies course outcomes, demonstrates a clear alignment with appropriate state and Common Core State Standards, and illustrates alignment from grade to grade. *(Please see p. 17 of the Answer for a sample planning map for illustrative purposes.)*
- Attach a timeline (from authorization through the July prior to opening) that outlines plans to develop curricula for the proposed school prior to school opening. The timeline should specify which individuals will be responsible for completing key tasks at each stage of the process. Indicate how this timeline aligns with teacher hiring and professional development calendars.

b. Instructional Strategies: (i) Describe the instructional strategies that will be implemented at your school to support the education plan, including approaches to classroom management, checks for understanding, etc. Explain how the proposed instructional strategies support the proposed mission, vision, and educational philosophy of the school. (ii) Highlight evidence that the proposed instructional strategies are research-based and have been effective with students similar to those the school expects to serve. (iii) Describe any specific supports or requirements for implementing specific instructional strategies (e.g., co-teaching or aides, technology, physical space requirements, etc).

Discuss how teachers will use different methods of instruction to meet the needs of all students, highlighting the three areas below.

- a. **Assessing Student Needs:** Describe the anticipated performance levels and academic needs of the students you intend to serve. Discuss how the school will assess all students upon enrollment and how these assessments will inform instructional planning for the school year.
- b. **Remediation:** Describe how your education program will identify and meet the needs of all students who require remediation, including those who are below grade level, through specific instructional strategies, programs, services, and supports. Describe the level of growth expected in student achievement from these programs. *Note: 'Remediation strategies' does not refer to services to support students with Special Education needs and students who are English Language Learners (ELL); the intent of this question is to describe supports for the underperforming general education population.*
- c. **Accelerated Learning:** Describe how your education program will identify and meet the needs of accelerated students through specific programs, services, and supports. Describe the level of growth expected in student achievement from these programs.

c. Specialized Instruction: Articulate how the curriculum/educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities, students who are English Language Learners (ELL), and students who are homeless. Discuss how course scope and sequence, daily schedule, staffing plans, instructional strategies, and available student supports will be flexible and adjusted to support these student populations. Answers to the following questions should specifically discuss unique and supplemental ways for serving these populations and should not simply restate the CPS policies regarding specialized populations.

- i. Explain how the proposed school will identify and meet the needs of students with disabilities, including curricula and instructional programs/practices to accommodate this group.
 - ii. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.
 - iii. Explain how the proposed school will identify and meet the needs of ELL students, including curricula and instructional programs/practices to accommodate this group.
- Attach a completed ISBE Special Education Certification form.²²

d. School Calendar/Schedule: (i) Describe how innovations in the proposed school calendar and daily schedule will be utilized and how they will enhance student achievement. *Note: If proposing a longer school day/year, please describe how your team has budgeted for overtime pay for faculty and staff, as appropriate.* (ii) Describe how a typical teacher's days will be structured, explicitly explaining times devoted to the core teaching assignments, planning, and other activities as applicable (such as before or after school electives, remediation, lunch duty, advisory group, etc.). (iii) Describe how a typical student's day will be structured.

- Attach the proposed school calendar and daily schedule using the school calendar template
- Attach sample teacher and student schedules for a typical week

2.5 Talent Management

a. Recruitment and Staffing: (i) Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five-year school staffing model and organizational chart and cite teacher-student ratios for each type of teaching position. Describe the roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart. These descriptions should align with the attached job descriptions. (ii) Describe your Design Team's strategy, process, and timeline for recruiting and hiring the proposed school's teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support your school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines. (iii) Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.

- Attach a school staffing model that lists all instructional and non-instructional staff positions over the school's first five years of operation that clearly reflects the school's proposed growth strategy. *(Note: Please see p. 21 of the Answer Manual for a sample School Staffing Chart.)*
- Attach a school-level organizational chart that presents the lines of authority and reporting within the school and clearly delineates the roles and responsibilities of staff members over the school's first five years of operation.
- Attach comprehensive job descriptions for all instructional and non-instructional positions listed in the staffing plan.

²² For more information on special education requirements see www.cpsspecialeducation.org.



- Attach resumes for any identified candidates not serving on the Design Team; all resumes should be clearly labeled with the positions in which these candidates are proposed to serve.

b. Professional Development: (i) Describe the school’s goals and strategy for ongoing professional development (PD), including whole staff development, grade-level/department/course teams, and instructional coaching. Identify which staff members will be responsible for driving and facilitating PD opportunities. Identify opportunities for teacher collaboration and mentorship. (ii) Describe how the PD topics will be identified and how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance (iii) Describe the process for evaluating the efficacy of the PD.

- Attach a professional development calendar.

c. Teacher Induction: Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included in the induction program.

d. Professional Culture: Describe the professional culture of the new school, how the school will establish and maintain this culture, how it will contribute to staff retention, and how the school will assess success. Discuss how faculty and staff will be involved in school-level decisions and in developing new initiatives.

e. Evaluation: Discuss how school leadership will monitor and evaluate faculty and staff performance. Describe the processes, protocols, framework/criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching teachers. Cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. Specify who is responsible for overseeing these procedures.

- Attach any documents related to teacher evaluation, including evaluation frameworks/criteria, evaluation policies, and sample evaluation forms.

Note: Evaluators will provide an additional, separate rating assessing the cohesion and overall integration of the academic capacity section. Specifically, evaluators will assess whether the proposal successfully describes how the mission and vision, educational philosophy, curriculum and instruction, assessment system, and staffing model are all integrated to support the implementation of a comprehensive educational program.

Section 3: Operational Capacity

This section should clearly describe school operations and governance. If a management organization (MO) will be providing school management services, this section should clearly articulate all aspects of the relationship between the MO and the proposed school’s board. Responses should clearly provide evidence to demonstrate that the team can successfully open and manage a high-quality school. Responses should reference requested attachments as appropriate.

3.1. General Operations

a. Operational Plan, Goals, and Metrics: Explain how non-academic services will be managed once your school is in operation. In a table, identify quantitative operational metrics and goals for the proposed school for each of its first five years of operation (*sample goals and metrics tables can be found on pp. 24-25 of the Answer Manual*). Discuss how these metrics will be used to monitor progress and impact corrective actions. Identify who is responsible for overseeing progress.

b. Start-up Plan: Provide a timeline and schedule for the activities your team will undertake in the planning year(s) to ensure a successful school opening. The plan should address the wide range of activities required to successfully open a new school, clearly cite which staff member is responsible for overseeing completion of the task, and identify deadlines for the completion of each task.

c. Student Recruitment, Application, and Enrollment: (i) Discuss strategies to recruit your targeted student population. How will the school attract and retain students with disabilities, students with Individualized Education Plans (IEPs), English Language Learners (ELL), and students in temporary living situations? (ii) Please describe the proposed school's application, enrollment, and registration policies and procedures for all students. Outline the requirements for parents and students to apply to the proposed school, how the proposed school will conduct its lottery if over-subscribed, and how students will register once enrolled. Explain how you will ensure that these policies are in compliance with the Charter School Law and Illinois School Code, where applicable. (*Note: Please see page 25 of the Answer Manual for recruitment, application, and enrollment guidelines.*)

- Attach copies of application and registration forms.

d. Transportation: Briefly describe how the school will meet the transportation needs of its students, including low-income and at-risk students.

- Attach a transportation plan. (*Note: Please see pp. 25-26 of the Answer Manual, which outlines guidelines for submitting a transportation plan that meets the requirements of the Illinois Charter Schools Law.*)

e. ADA Compliance: The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and requires accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology. Briefly describe the processes the school will implement to ensure ADA compliance and include a complete version of the ADA Compliance Table provided found on p. 26 of the Answer Manual. (*Note: For additional information on ADA compliance requirements, please see the ADA Guidelines & Services document located in the Resources Section of the ONS website, <http://cps.edu/NewSchools/Pages/Process.aspx> .*)

3.2 Governance Model

a. Governance Structure: (i) Describe the structure of the governing Board at the proposed school. (If an existing Chicago replicator, describe how the structure of the Board will adapt to support the additional grade configurations or the new school/campus.) Identify any proposed Board committees or advisory councils and explain their role, planned membership, and reporting structure as they relate to the governing Board and school leadership. (ii) Clearly articulate the procedures that the Board will utilize to continually monitor academic, financial, and operational aspects of the school. (iii) How will the



Board evaluate the performance of the school leader. (iv) Specify where and how frequently the Board plans to meet.²³

- Attach a board calendar
- Attach board bylaws
- If applicable, attach proof of filing for 501(c)3 status by the applying entity.

b. Organizational Chart: Provide a narrative description of the attached comprehensive organizational chart, which should clearly describe the lines of authority and reporting structure of the school leadership, management organization, and any school advisory bodies or parent/teacher councils (if applicable) to the governing board. Explain the rationale for this proposed structure.

- Attach a comprehensive organizational chart that clearly shows lines of authority and accountability, including the Board, MO (if applicable), and network and/or school leadership.

c. Board Experience: CPS expects that by the time of Tier I proposal submission, Design Teams will have identified at a minimum the proposed Board Chair, Vice Chair, and Treasurer.²⁴ Please identify who will fill these roles, as well as any other founding Board members already identified, and discuss their qualifications to serve on a public charter school Board.

- Attach the résumés of any Board members who have already been identified in the appendix. Label each résumé as “Governing Board member_[proposed position].” (Note: Resumes are also requested in Section 2.2.a. Roles and Demonstrated Experience. Applicants do not have to submit multiple copies of resumes. However, please note that resumes must be submitted at a minimum for the Board Chair, Vice Chair, and Treasurer and should be labeled as such.)

d. Board Development (i) Identify the desired composition of the governing board, including key skills and constituencies that will be represented. (If an existing operator is proposing a new school/campus or additional grade levels, describe any additional skillsets that the Board may try to acquire to support the growth and/or any professional development that existing Board members may receive.) *Note: Charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the Board (105 ILCS 5/27A-7(10)).* (ii) Provide a plan for recruiting a governing board representing the diverse skill sets required for school oversight, in particular Board members with skill sets that are not yet represented on the founding Board. Identify any existing relationships with individuals or organizations that the Design Team can leverage as it develops its founding board. (iii) Specify the process by which board members have been selected and will be in the future.

e. Conflicts of interest: Describe how the Board will identify and address conflicts of interest. Please identify any existing actual or perceived conflicts of interest among the proposed founding Board members and explain how the Design Team/founding Board plans to address them.

- Attach a code of ethics that includes a formal conflict of interest policy and specifies procedures for implementing the policy.

²³ Please note that the Governing Boards of charter schools are subject to the Illinois Open Meetings Act (found at the following link: <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=84&ChapterID=2>) and the Freedom of Information Act (found at the following link: <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=85&ChapterID=2>) (105 ILCS 5/27A-5(c)).

²⁴ Please note that CPS requires at least one proposed founding Board member be present at the capacity interview.



f. Board Transition, Training, and Self-Evaluation: (i) Discuss the Design Team’s role in interacting with or participating in the founding Board during the start-up of the school and after school opening. Describe a transition plan and associated timeline as the founding Board becomes the “working” Board. (ii) Describe any orientation or ongoing training that Board members will receive, including a timeline for training and topics to be addressed. (iii) Explain how the Board will evaluate its own effectiveness on an ongoing basis.

3.3. Management Organizations (MOs)

For Design Teams that are Proposing to Contract with an MO Only

Please note that ONS reserves the right to request additional information regarding the proposed MO, as necessary.

a. Selection: Discuss the criteria by which the MO was selected and the due diligence that was conducted on the MO prior to submitting the proposal. Describe how the services and responsibilities to be provided by the organization will further the mission, vision, and goals of the proposed school.

b. Scope of Services: Specify the decisions and services for which the MO will be responsible. Clearly state the compensation structure and/or fees that the proposed school will pay to the MO and the associated services that the organization will provide. Please specify whether the MO has a role in selecting the school leader, who employs the school leader, and whether the school leader reports to the MO.

- Attach a draft MO contract that includes all of the above terms and outlines terms for termination of the contract with the MO. (*Note: Please see pp. 27-29 of the Answer Manual for CPS’ expectations for provisions to be included in the MO contract.*)
- Attached the following documents for the proposed MO:
 - The organization’s three most recent audited financial statements, with the most recent audit report.
 - The MO’s most recently filed IRS Form 990, Form 1120S, or other federal tax return.

c. Monitoring: Describe how the proposed Board will monitor and evaluate the performance of the MO to ensure quality service. What are the academic, operational, and/or financial performance metrics that the Board will examine to evaluate MO performance? With what frequency will the Board monitor these metrics? What benchmarks will define successful MO performance and what are the consequences if these benchmarks are not met? Please describe conditions for renewal and termination of the contract. Discuss how the Design Team and proposed Board are qualified to hold the MO accountable to the educational, operational, and financial goals outlined above.

d. Existing Schools: Please specify whether any of the schools under the MO’s management are on fiscal probation. Please note any instances in which the MO has had their contract terminated by any of their current schools, have voluntarily closed a school, or not been renewed by their authorizer. Please cite any non-openings that the MO has experienced. Describe the circumstances surrounding these incidents.

Section 4: Economic Soundness



This section should provide an overview of the financial projections for the proposed school, including additional financial resources that may be needed for start-up and beyond, as well as a description of financial control systems. This section should also clearly articulate a viable facility plan that can be implemented by the proposed opening date.

4.1. School Budget

a. Financial Forms: Complete the budget workbook. Instructions are provided on the first tab of the budget workbook. Please note that all assumptions should be clearly detailed in the budget workbook. If the space on the Excel worksheet is insufficient for any given budget line, please include an explanation in the budget narrative. Financial forms that do not include assumptions will be considered incomplete. *(Note: if an existing national operator, please see additional budget requests in Section 5: Existing National Charter Management Organizations)*

- Attach an Excel version of the complete budget workbook for the proposed school.

b. Budget Narrative: Include a budget narrative that provides a high-level summary of the budget and describes how the budget reflects the mission, vision, education plan, and overall strategic development of the proposed school. Discuss how resources will be used to support identified school priorities, including any changes in that allocation over the first five years of the school's existence. The narrative should include descriptions of revenue and expenditure estimates. If applicable, provide supplemental assumptions and/or explanations for budget line items as necessary (if the assumptions are clearly detailed in the budget workbook, there is no need to repeat them here).

c. Development Plan: Include a discussion of additional revenue needed to maintain financial viability, including detailing assumptions behind the calculation of need. Please identify existing relationships with potential funders, indicate current levels of interest, and articulate contingency plans in the event that development goals are not realized.

4.2. Financial Controls

a. Financial Monitoring: Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that the Board will use to receive updates on the school's financial position. Who is responsible for directly managing and overseeing the school's budget? Please note that Illinois Charter School Law (105 ILCS 5/27A-5(f)) requires charter schools to submit an annual audit of school finances conducted by an outside, independent contractor.

- Attach a listing of all financial reports generated, including frequency of generation, and responsible party.
- If available, attach fiscal policies for the organization.

4.3. Facilities

Please note: All applicants are encouraged to identify an independent facility.

a. Facility Plan: Describe the plan to secure an appropriate facility for the school.



- If proposing an independent facility, attach a proposed timeline for securing that facility and completing necessary renovations to make the facility suitable for school by the proposed opening date.

b. Space Requirements: Provide an overview of the space requirements needed to successfully implement the proposed school, including a description of how the proposed site will need to evolve to support the school as it grows.

- Attach detailed space requirements for the proposed school(s) (e.g. square footage, number and type of classrooms, amenities, etc.), including any special features required to properly implement the proposed model.

c. School Site: Provide an overview of each proposed site and include the following supporting materials:

- i. The address and a general description of the property, including its current owner and previous use.
- ii. An Inspecting Architect's Report completed by a CPS-approved architect.
- iii. An ADA Compliance Report completed by a CPS-approved architect.
- iv. If the property is not currently ADA compliant, a plan for bringing the building into compliance.
- v. Evidence that the site is or will be secured (Letter of Intent or Memorandum of Understanding) and a description of your team's plan to meet lease or purchase requirements.
- vi. A plan detailing how rehabilitation work will address issues raised by the architect, meet applicable building codes, and support the proposed school's educational program, including:
 - a. The scope of work to be completed;
 - b. A description of persons/managing parties responsible for project management and related qualifications;
 - c. A project timeline for any necessary renovations; and
 - d. A completed Sources and Uses of Funds Report for Facility Development and the planned funding mechanism to cover projected costs.
- vii. The address and a general description of a secondary or back-up facility, including its current owner and previous use.

After completing all required questions, please review the completeness checklist at the end of the document to ensure your submitted proposal is complete.

Section 5: Existing Charter Management Organizations (MOs)

In addition to answering the preceding questions, national charter MOs seeking to open schools in Chicago should also address the following topics.

5.1. Vision and Theory of Change

a. Existing Network:

Attach a summary of the schools/campuses within the MO's portfolio, including the following:

- i. Number of school(s)/campus(es) and total number of students served

- ii. Cities served
- iii. Grade levels served
- iv. Unique school themes or models in the organization’s portfolio
- v. Type of schools in the portfolio (e.g. charter, contract, private, etc.)

Attach the following information on each school/campus that the organization currently operates or has operated:

- School information (*Note: Please present information in a manner that enables reviewers to match with the student demographics provided in Section 2.2.b.*)
 - School name
 - City
 - Year opened
 - Grades at capacity
 - Current grades
 - Current enrollment

- b. Growth Rate and Rationale:** Please describe the organization’s proposed scope of growth over the next 5 years in Chicago and in any other locations (number of schools, locations, opening years, proposed five-year enrollment projections, and type of schools). What is the rationale for the proposed growth strategy and for expansion into Chicago? Please list any other proposals that are pending with other authorizers or have been recently approved to open new schools; cite the number of schools/campuses requested in each proposal.
- c. Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Discuss any school-level autonomies in implementing the educational plan.
- d. Readiness to Replicate:** What academic, financial, and operational metrics do the organization and its Board of Directors use to determine readiness for replication? How would the organization’s growth strategy be modified if these benchmarks were not met?

5.2. Historical Performance

- a. Interventions:** Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how were/are the interventions (being) implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

5.3. Organizational Capacity

- a. Organization Charts and Decision-Making Authority:** Provide an organizational chart illustrating the vision for the organization in five years.

5.4. Facilities and Finances

- a. Financing:** Describe your financing approach to facility acquisition and/or construction.
- b. Contingency Plans:** Identify contingency plans if the desired facility strategy is not achieved.



- c. **Project Management:** Describe the organization's capacity and experience in managing these strategies, including required renovation.

5.5. Risk Management

- a. **Risk Management:** What are the greatest anticipated risks to achieving the organization's desired outcomes over the next 5 years? How will the organization develop capacity to mitigate anticipated risks?



X. Completeness Checklist

In addition to responding to all of the required questions, applicants should be sure to include the following attachments in their proposal appendix. Please review the submission instructions for additional information about how to properly submit full proposals.

Application Component		Applicant Check	Reviewer Check
Registration Form		<input type="checkbox"/>	<input type="checkbox"/>
Executive Summary		<input type="checkbox"/>	<input type="checkbox"/>
Section I. Parent and Community Need, Engagement, and Support in Targeted Community (<i>Attachments for this section to be compiled in Parent and Community Engagement and Support attachment.</i>)			
1.1. Parent and Community Engagement/Need in Targeted Community	Parent and Community Engagement and Support Attachment	<input type="checkbox"/>	<input type="checkbox"/>
1.2. Evidence of Parent and Community Support in Targeted Community		<input type="checkbox"/>	<input type="checkbox"/>
1.3. Future Plans for Parent and Community Engagement and Partnerships		<input type="checkbox"/>	<input type="checkbox"/>
Section 2. Academic Capacity			
2.1 Mission, Vision and Culture	Policies for promotion, graduation, and student discipline	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Design Team Experience and Demonstrated Track Record in Driving Academic Success	Resumes of all Design Team Members (labeled with individual's affiliation with proposed school)	<input type="checkbox"/>	<input type="checkbox"/>
	Demographic Data (<i>Note: only new operators and existing national operators</i>): <ul style="list-style-type: none"> • Free- and reduced-price lunch • African American, Hispanic, Caucasian, Asian American, and other • English Language Learners • Students with Individual Education Plans • Students in Temporary Living Situations • CPS student demographics in proposed targeted communities 	<input type="checkbox"/>	<input type="checkbox"/>

	List of all previous authorizers (<i>Note: only for existing national operators</i>)	<input type="checkbox"/>	<input type="checkbox"/>
	State or district report cards, vendor reports, or other verifiable sources of data demonstrating academic track record	<input type="checkbox"/>	<input type="checkbox"/>
	Job descriptions for instructional leadership team	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Educational Goals and Assessment Plan	NA	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Curriculum and Instruction	Course scope and sequence by subject for each grade	<input type="checkbox"/>	<input type="checkbox"/>
	Curriculum map and/ or pacing plan	<input type="checkbox"/>	<input type="checkbox"/>
	Timeline	<input type="checkbox"/>	<input type="checkbox"/>
	Completed ISBE Special Education Certification form	<input type="checkbox"/>	<input type="checkbox"/>
	Proposed school calendar	<input type="checkbox"/>	<input type="checkbox"/>
	Daily schedule	<input type="checkbox"/>	<input type="checkbox"/>
	Sample teacher and student schedules	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Talent Management	5-year school staffing model	<input type="checkbox"/>	<input type="checkbox"/>
	School-level organizational chart (include lines of authority and reporting)	<input type="checkbox"/>	<input type="checkbox"/>
	Comprehensive job descriptions for all positions in staffing plan	<input type="checkbox"/>	<input type="checkbox"/>
	Resumes for any identified candidates not serving on the Design Team	<input type="checkbox"/>	<input type="checkbox"/>
	Professional development calendar	<input type="checkbox"/>	<input type="checkbox"/>
	Documents on teacher evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Section 3: Operational Capacity			
3.1 General Operations	Application and registration forms	<input type="checkbox"/>	<input type="checkbox"/>
	Transportation plan		
3.2. Governance Model	Board calendar	<input type="checkbox"/>	<input type="checkbox"/>
	Board bylaws	<input type="checkbox"/>	<input type="checkbox"/>
	Proof of filing for 501(c) status	<input type="checkbox"/>	<input type="checkbox"/>
	Comprehensive organizational chart (including Board, MO, and network and/or school leadership)	<input type="checkbox"/>	<input type="checkbox"/>
	Resumes for proposed Board members	<input type="checkbox"/>	<input type="checkbox"/>
	Code of ethics policy	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Management Organizations	Draft MO contract	<input type="checkbox"/>	<input type="checkbox"/>

(For Design Teams that are Proposing to Contract with an MO Only)	MO's three most recent audited financial statements, with the most recent audit report.	<input type="checkbox"/>	<input type="checkbox"/>
	MO's most recently filed IRS Form 990, Form 1120S, or other federal tax return.	<input type="checkbox"/>	<input type="checkbox"/>
Section 4. Economic Soundness			
4.1 School Budget	Completed budget workbook in Excel	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Financial Controls	Listing of financial reports generated	<input type="checkbox"/>	<input type="checkbox"/>
	Fiscal policies	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Facilities	Timeline for securing any proposed facility and completing necessary renovations	<input type="checkbox"/>	<input type="checkbox"/>
	Detailed space requirements	<input type="checkbox"/>	<input type="checkbox"/>
	The address and general description for any proposed independent facilities	<input type="checkbox"/>	<input type="checkbox"/>
Section 5: Existing Management Organizations (MOs)			
5.1 Vision and Theory of Change	Summary of schools/campuses within MO's portfolio	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Historical Performance	NA	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Organizational Capacity	NA	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Facilities and Finances	NA	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Risk Management	NA	<input type="checkbox"/>	<input type="checkbox"/>



Appendix I: Request for Proposals for New Schools 2013 Elementary School Priority Communities

CPS is highly encouraging operators to submit new school proposals to open in communities that are overcrowded, which include the following:

- Albany Irving
- Ashburn
- Belmont Cragin (North of Grand Ave)
- Chicago Lawn (West of Kedzie Ave.)
- McKinley Park
- Midway (South of 51st St.)
- Little Village (West of Western Ave.)
- Reed-Dunning
- Sauganash

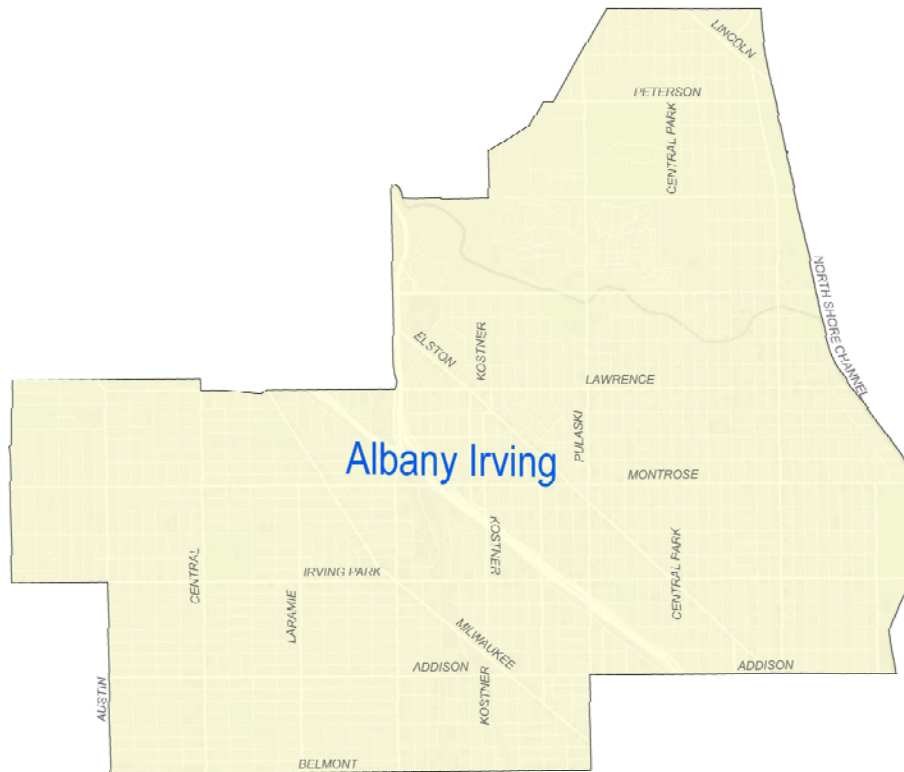
Please note that for the purpose of the RFP, some of the priority communities are portions of a larger planning zone as defined by CPS. As such, student demographics are reflective of the entire community, not only the portion noted for the RFP.

ALBANY IRVING

The Albany Irving geographic area is located on the North Side of the city within the boundaries of West Devon Avenue, North Rogers Avenue, Edens Expressway, West Lawrence Avenue, North Cicero Avenue, and West Belmont Avenue.

The population, as reported by the 2010 U.S. Census, is 50% Hispanic, 29% Caucasian, 14% Asian, and 4% African American. The CPS student population attending schools in the area is 6.4% African American, 7.6% Asian, 16.9% Caucasian, 65.2% Hispanic, and 3.9% Other. 84% of the students are eligible for Free and Reduced Lunch. There are currently 32 schools in Albany-Irving: 21 elementary schools, 3 middle schools, and 8 high schools.

Enrollment and Utilization trends: The current utilization rate of the area is 113%, with ten of its thirty-two schools categorized as overcrowded and its two middle schools underutilized.



ASHBURN

The Ashburn geographic area is located on the Southwest Side of the city within the boundaries of 75th Street, Cicero Avenue, 87th Street, and Damen Avenue.

The population of Ashburn, as reported by the 2010 U.S. Census, is 46% African American, 37% Hispanic, and 15% Caucasian. The CPS student population attending schools in the area is 45.9% African American, 0.1% Asian, 2.3% Caucasian, 49.8% Hispanic, and 1.8% Other. 94% of the students are eligible for Free and Reduced Lunch. There are currently 11 schools in Ashburn: 8 elementary schools and 3 high schools.

Enrollment and Utilization trends: The current utilization rate is 98%, with three of its eleven schools categorized as overcrowded and four schools underutilized.



BELMONT-CRAGIN (North of Grand Ave)

The CPS priority community of Belmont-Cragin (North of Grand Ave, as noted by the distinct color on the map below) is a geographic area located on the West Side of the city within the boundaries of West Belmont Avenue, North Kenton Avenue, West Grand Avenue, North Harlem Avenue.

The population of Belmont-Cragin, as reported by the 2010 U.S. Census, is 79% Hispanic, 15% Caucasian, 3% African American, and 2% Asian. The CPS student population attending schools in the area is 9.3% African American, 0.9% Asian, 4.7% Caucasian, 83.1% Hispanic, and 2.0% Other. 93% of the students are eligible for Free and reduced Lunch. There are currently a total of seventeen schools: fourteen elementary schools, one middle school, and two high schools.

Enrollment and Utilization trends: The current utilization rate of the area is 108%, with five of its seventeen schools categorized as overcrowded and three schools underutilized.



CHICAGO LAWN (West of Kedzie Ave.)

The CPS priority community of Chicago Lawn (West of Kedzie Ave., as noted by the distinct color in the map below) is a geographic area located on the Southwest Side of the city within the boundaries of West 58th Street, South Kedzie Avenue, 75th Street, South Cicero Avenue.

The population of Chicago Lawn, as reported by the 2010 U.S. Census, is 49% African American, 45% Hispanic, and 4% Caucasian. The CPS student population attending schools in the area is 70.3% Hispanic, 25.6% African American, 2.1% Other, 1.5% Caucasian, and 0.5% Asian. 93% of the students are eligible for Free and Reduced Lunch. There are currently a total of twelve schools: eleven elementary schools and one high school.

Enrollment and Utilization trends: The current utilization rate of the area is 104%, with four of its twelve schools categorized as underutilized and two schools overcrowded.



MCKINLEY PARK

The McKinley Park geographic area is located on the Southwest Side of the city within the boundaries of 59th Street, Stevenson Expressway, and South Halsted Street.

The population of McKinley Park, as reported by the 2010 U.S. Census, is 65% Hispanic, 17% Caucasian, 16% Asian, and 2% African American. The CPS student population attending schools in the area is 90.6% Hispanic, 4.9% African American, 2.1% Caucasian, 1.4% Asian, and 1.0% Other. 44% of the students are eligible for Free and Reduced Lunch. There are currently a total of forty-six schools: thirty-five elementary schools, two middle schools, and nine high schools.

Enrollment and Utilization trends: The current utilization rate of the area is 116%, with fifteen of its forty-six schools categorized as overcrowded and four schools underutilized.

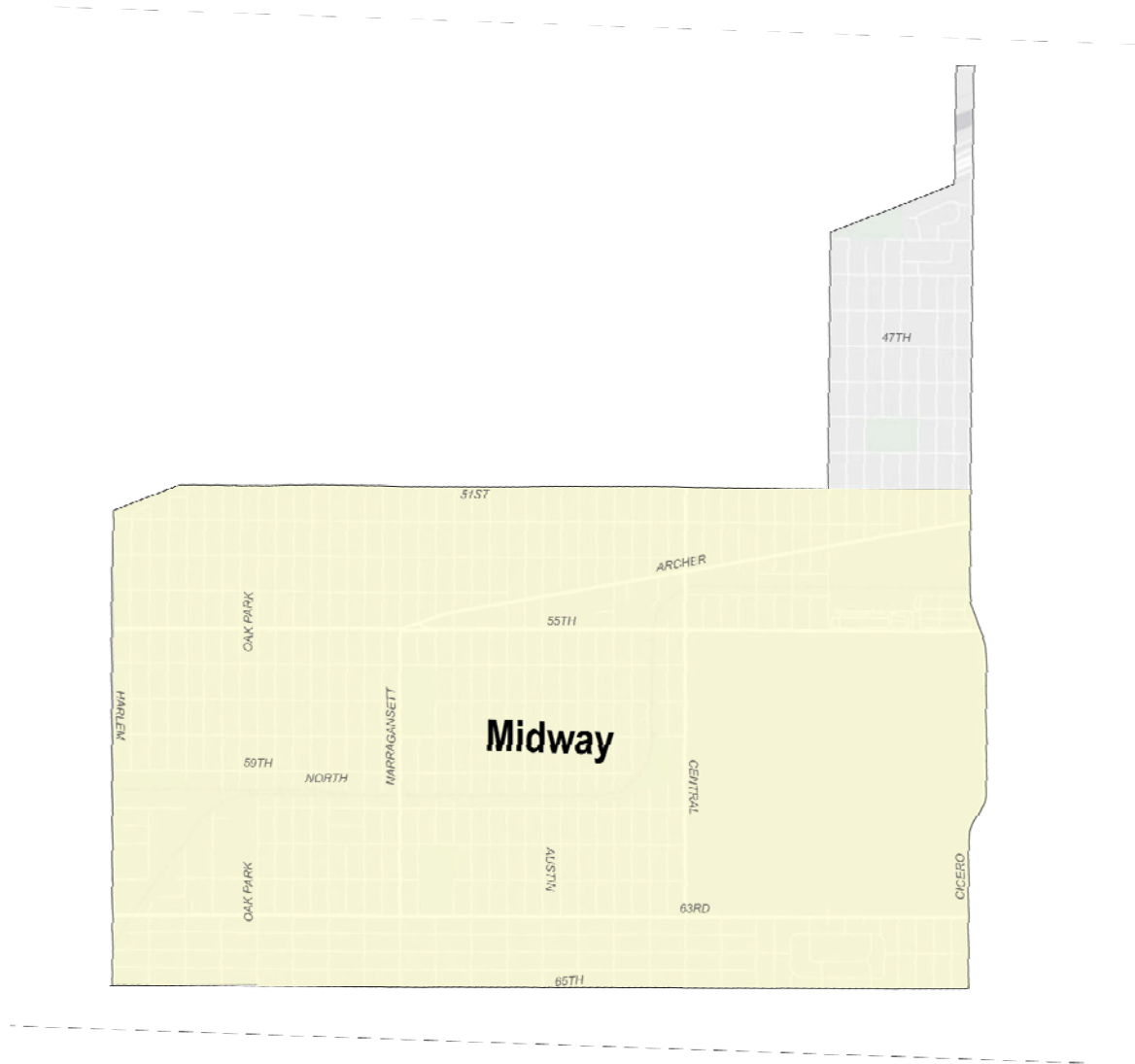


MIDWAY (South of 51st St.)

The CPS priority community of Midway (South of 51st St., as noted by the distinct color on the map below) is a geographic area located on the Southwest Side of the city within the boundaries of 65th Street, 51st Street, Harlem Avenue, and Cicero Street.

The population of Midway, as reported by the 2010 U.S. Census, is 54% Caucasian, 39% Hispanic, 6% African American, and 1% Asian. The CPS student population attending schools in the area is 65.8% Hispanic, 27.0% Caucasian, 5.1% African American, 1.5% Other, and 0.6% Asian. 78% of the students are eligible for Free and Reduced Lunch. There are currently a total of nine schools: eight elementary schools and one high school.

Enrollment and Utilization trends: The current utilization rate of the area is 117%, with four of its nine schools categorized as overcrowded and two schools underutilized.



PILSEN – LITTLE VILLAGE (West of Western Ave.)

The CPS priority community of LITTLE VILLAGE (only the section West of Western, as shown by the distinct color below) is a geographic area located on the West Side of the city within the boundaries of Cicero Avenue, Ogden Avenue, Western Avenue and the Stevenson Expressway.

The population of Pilsen - Little Village, as reported by the 2010 U.S. Census, is 83% Hispanic, 13% African American, and 4% Caucasian. The CPS student population attending schools in the area is 93.0% Hispanic, 4.8% African American, 1.2% Other, 0.7% Caucasian, and 0.2% Asian. 94% of the students are eligible for Free and Reduced Lunch.

Enrollment and Utilization trends: The current utilization rate of the Pilsen-Little Village area is 95%, with ten of its thirty-eight schools categorized as underutilized and six schools overcrowded.



REED - DUNNING

The Reed-Dunning geographic area is located on the Northwest Side of the city within the boundaries of West Belmont Avenue, North River North, North Austin, West Montrose, North Cumberland, and Dunning.

The population of Reed-Dunning, as reported by the 2010 U.S. Census, is 70% Caucasian, 24% Hispanic, 1% African American, and 1% Asian. The CPS student population attending schools in the area is 44.6% Caucasian, 41.0% Hispanic, 5.4% African American, 4.7% Asian, and 4.3% Other. 66% of the students are eligible for Free and Reduced Lunch. There are currently a total of seven schools: six elementary schools and one high school.

Enrollment and Utilization trends: The current utilization rate of the area is 133%, with four of its seven schools categorized as overcrowded.



SAUGANASH

The Sauganash geographic area is located on the Northwest Side of the city within the boundaries of West Lawrence Avenue, Canfield Avenue, West Touhy Avenue, West Devon Avenue, and Eden's Expressway.

The population of Sauganash, as reported by the 2010 U.S. Census, is 78% Caucasian, 14% Hispanic, and 6% Asian. The CPS student population attending schools in the area is 80.8% Hispanic, 8.7% Caucasian, 5.5% African American, 2.5% Asian, and 2.5% Other. 44% of the students are eligible for Free and Reduced Lunch. There are currently a total of fifteen schools: fourteen elementary schools and one high school.

Enrollment and Utilization trends: The current utilization rate of the area is 129%, with ten of its fifteen schools categorized as overcrowded.

